

# Table of Standard Test Accommodations

Any accommodation(s) utilized for the assessment of individual students shall be the result of a formal or informal team decision made at the local level. Accommodations are available to all students on the basis of individual need regardless of disability status.

## A. Alternative Settings

- A-1 Administer the test individually in a separate location
- A-2 Administer the test to a small group in a separate location
- A-3 Administer the test in locations with minimal distractions (e.g., study carrel or different room from rest of class)
- A-4 Preferential seating (e.g., front of room)
- A-5 Provide special acoustics
- A-6 Provide special lighting or furniture
- A-7 Administer the test with special education personnel
- A-8 Administer the test with other school personnel known to the student
- A-9 Administer the test with school personnel at a non-school setting

## B. Scheduling and Timing

- B-1 Administer the test at the time of day that takes into account the student's medical needs or learning style
- B-2 Allow short supervised breaks during testing
- B-3 Allow extended time, beyond recommended until in the administrator's judgment the student can no longer sustain the activity

## C. Presentation Formats

- C-1 Braille
- C-2 Large-print version
- C-3 Sign directions to student
- C-4 Test and directions read aloud to student (Math, Science, and Session I Writing only) <sup>1</sup>
- C-5 Student reads test and directions aloud to self
- C-6 Translate directions into other language
- C-7 Underlining key information in directions
- C-8 Visual magnification devices
- C-9 Reduction of visual print by blocking or other techniques
- C-10 Acetate shield
- C-11 Auditory amplification device or noise buffers
- C-12 Word-to-word translation dictionary, non-electronic with no definitions (For ELL students in Math, Science, and Writing only)

## D. Response Formats

- D-1 Student writes using word processor, typewriter, computer <sup>2</sup> (School personnel transcribes student response exactly as written into the student response booklet.)
- D-2 Student hand writes responses on separate paper. (School personnel transcribes student response exactly as written into the student response booklet.)
- D-3 Student writes using braille (School personnel transcribes student response exactly as written into the student response booklet.)
- D-4 Student indicates response to multiple-choice items. (School personnel records student responses into the student response booklet.)
- D-5 Student dictates constructed responses (Reading, Math, and Science only) or observations (during the Science inquiry task) to school personnel. (School personnel transcribes student response exactly as dictated into the student response booklet.)
- D-6 Student dictates constructed responses (Reading, Math, and Science only) or observations (during the Science inquiry task) using assistive technology. (School personnel transcribes student response exactly as written into the student response booklet.)
- D-7 Not available at this time

If an accommodation is needed for a student that is not listed above, please contact the state personnel for accommodations to discuss it.

## E. Other Accommodations <sup>3</sup>

- E-1 Accommodations team requested other accommodation not on list and DOE approved as comparable
- E-2 Scribing the Writing Test (only for students requiring special consideration)

## F. Modifications <sup>4</sup>

- F-1 Using calculator, abacus, manipulatives on the non-tool math items (For students who are blind the use of an abacus on all 3 Math sessions is a standard accommodation)
- F-2 Reading the reading test
- F-3 Other

1. Reading the reading test to the student invalidates all reading sessions.
2. Spell and grammar checks must be turned off. This accommodation is intended for unique individual needs, not an entire class
3. Test coordinators must obtain approval for the accommodation from the Department of Education prior to test administration.
4. All affected sessions using these modifications are counted as incorrect.